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Guidelines for Work Experience Programs in the Criminal Justice System.

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Educational institutions and the functional units of the criminal justice system have not been well coordinated. Working on the assumption that education and training are complimentary processes, there is a current attempt to bring these processes together in a single concept called "work experience." The purpose of this document is to merge the two processes by (1) defining work experience and stating the objectives for a work-experience program, (2) citing the existing types of work-experience programs and identifying how each fits into the work-experience concept, (3) relating work experience to the criminal justice system through suggested program development and patterns of work experience, and (4) offering guidelines for institution, agency, and student participants. Work experience has demonstrated educational value, offering students opportunities to study practices, concepts, and theories and to apply the elements learned. (Author/MC)

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guidelines for
work experience programs

criminal justice system

by Jimmie G. Styles and Denny F. Pace

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Preface

This publication was made possible by a grant from the *Pren-Hall Foundation*. The American Association of Junior Colleges is appreciative to *Pren-Hall* for its willingness to cooperate in this important effort, and it is hoped that through this document, many enforcement and correctional agencies will find the work-experience concept to be an appropriate addition to their manpower development plans. AAJC also expresses its gratitude to the members of the advisory committee who spent considerable time analyzing work experience as it might apply to these critical fields of public service.

This document has been developed because of the extensive college course offerings in law enforcement, and more recently in traffic and corrections. Recognizing that these courses began with considerable emphasis upon in-service personnel, there now is a need to insure their continued success through the enrollment of young high school graduates. Such enrollments should ultimately enable the criminal justice career field to recruit exclusively on the campus.

It is important that both educators and administrators in the criminal justice system recognize that if education is to be effective, there must be a continuous interchange of information between all agencies and the educational institutions. While it is improbable that we will ever completely bridge the gap between classroom and job, an effective work-experience program can better achieve the purposes of education for the public services.

It is our hope, then, that the material contained herein will serve to encourage and expand the opportunities for community colleges to enter into increasingly more responsible relationships with those organizations that maintain the social order and our system of justice.

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UNIVERSITY OF CALIF.
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Introduction

In the past, coordination between educational institutions and the functional units of our criminal justice system has been worlds apart. The ideology that education and training were separate and distinct processes failed to recognize that when either process prevailed it was complimented by the other. Working on the assumption that this premise is correct, there has been an attempt to bring together these educational and training processes in a single concept called work experience.

In this publication the purpose has been to merge the two processes by:

1. Defining work experience and stating objectives for a work-experience program
2. Citing the existing types of work experience programs and identifying how each fits into the work experience concept
3. Relating work experience to the criminal justice system through suggested program development and patterns of work experience
4. Stating guidelines for institution, agency, and student participants.

Work experience has educational value and it has been demonstrated that actual field experience under the direction of competent supervision can have a profound effect upon the future performance of a student. There are many activities in which a student can gain

motivational incentive for achievement, growth, and responsibility which will ultimately benefit the participating agencies. To support this reasoning, administrative researchers have found most new employees do not learn new jobs and skills easily. However, by placing them in a proper training environment, acceptable performance will be more quickly attained. Work experience offers opportunities for students to study practices, concepts, and theories for applying the elements learned. Work experience programs stimulate students to apply theoretical concepts in an innovative way.

For example, the chief of police in Flint, Michigan, made this statement in support of the work experience concept.

Since, in the near future, all recruit patrolmen will be required to have one or possibly two years of college, a work experience program would provide a balance of "edge" which one student would have over another student who had not been exposed to the wide variety of tasks offered by a work experience program. It would, in short, be the same argument we used so well to encourage officers to attend college to get an "edge" over the one who was not attending college.

What now remains to be done is the establishment of realistic guidelines to which operational units of the criminal justice system and the educational institutions may refer.

I WHAT IS WORK EXPERIENCE EDUCATION?

Relating learning to career and life has become an increasing concern of higher education as well as of society in general. The preparation of students for their careers and their place in society should include exposure to an off-campus environment of which the young people will later become a part. Much important learning—perhaps more realistic and relevant than that in the classroom—takes place through extracurricular or out-of-school situations.¹ Work experience is one of the methods that will be an important force to insure a better education for the student.

Work experience, in several forms, is identified as a unique system of learning that blends formal education and practical experience in providing students with a more complete educational program. A work experience program, as identified by Korim, means a partnership of sequential, meaningful situations with a planned outcome that is part of the formal curriculum. It also must introduce the student to a career-related work assignment that provides a broader more realistic preparation for work and life.

The work experience program is more than an exercise in observation . . . It is a part of the educational process. It is an endeavor to bridge the gap between situations that cannot be met in the classroom and employment. The basis for work experience programs is that there are things that cannot be done at all or as well in the classroom setting.

Learning is more meaningful when students can ap-

ply theoretical concepts in the day to day work situation. This enables them to better understand the operational aspects of the criminal justice system and apply the theories themselves. Work experience enables students to become vocationally competent on the one hand and better informed on the other.

A bona fide work experience program involves the planned assignment of the student with educationally related work experience. A work experience program is an educationally oriented endeavor with financial and other considerations secondary. The ratio of work assignments to the academic instruction is dependent upon the type of program adopted in the different educational institutions.

The adoption of these principles to work experience in the system of criminal justice is an endeavor to identify successful programs in progress, expand upon research experience from such programs, and present them as workable guidelines.

OBJECTIVES AND GOALS

Coupled with empirical research for a more efficient work force, the national government has made task force studies on more efficient training of work forces. The comprehensive approach by the President's Committee on Manpower attempts to tie together the many faceted approach in the development of a logical plan to meet human and economic needs of the nation.

The National Problem

The new directives in manpower policy, while aimed at the general work force, identify many areas concerning the criminal justice system. The broad objectives

¹ Wohlford, James. "Intern Report by Goals Committee Cooperative Education Division: Preamble." *Journal of Cooperative Education* 4:61; May, 1968.

stressed in the manpower policies related to the criminal justice system are:²

To bridge the gap between education and work. Succinctly, the report goes on to state "other nations have developed broad industry training and internship programs, offering education and experience to young people entering a trade or profession. Still others have established close ties between educational institutions and employment agencies at all levels." We can profit by these examples if we: (a) build into our employment system a broader concept of apprenticeship and work experience, (b) establish in our educational programs opportunities for students to learn more about the world of work, (c) build a system in which education and work experience are brought together to provide the kind of preparation that fits the needs of our society.

To make our overall manpower more efficient. By stressing that the problems of manpower development cut across organizational lines, the responsibility of educational and governmental agencies of the criminal justice system is implied.

To work toward a more comprehensive manpower program. Our economic system must have adequate "manpower"—but manpower is not enough. The economic system is a means. Its end is the individual.³

While the overtone of the entire report was to provide employment in our complex society, it has an underlying significance for the educational sphere of criminal justice.

The President concludes his objectives in this manner:⁴

Often our progress is measured not by what has happened but by what has been avoided. The high school drop-out whose name might have been recorded on a police blotter, but was not because he learned a skill and got a good job . . .

The report gives ample evidence that the needs will expand in number and inequality of personnel needed.

The system of criminal justice is in one of its most dynamic periods of transition. More than 40,000 police agencies are geared for mobilization in the event of civil disturbance. The probation and parole systems



Students may assist correctional personnel in institutions; in this case, with the use of closed-circuit television.

as well as the court systems are undergoing dramatic changes and decisions. Prison systems, perhaps the most stable unit within the criminal justice system, have found their reform methodology has not met with a high degree of success. Since the services of the criminal justice system deal in a human product, the improvement of the system indicates a strong need for persons qualified to deal with organization and human interactions.

The professional development in many areas of the criminal justice system has not achieved an educational standard that would qualify as a satisfactory minimum. This has been in part because many sub-units of the system, such as the police and prisons, have not previously encouraged education. In turn, education has done little to accommodate these specialized areas with curriculums designed for their special needs. A work experience program is, therefore, necessary.

Studies indicate a demand for services of a specialized nature that are within the educational capabilities of the junior colleges. Police officers with a knowledge of criminalistics, computer technology, and the social sciences have become an absolute necessity. Correctional officers and administrators have found an imperative need for the understanding of human behavior, counseling, institutional operation and the rehabilitative processes.

² Manpower Report of the President: And a Report on the Requirements, Resources, Utilization and Training. Washington, D. C.: Government Printing Office, April, 1967.

³ Ibid., p. 16.

⁴ Ibid., p. 19.

The Criminal Justice System

The national manpower policies identified some objectives of a work experience program. These aims are supplemented by educational concepts established for other work experience programs. By combining elements of both, the following objectives for work experience programs in the system of criminal justice are identified:

- To stress the objectives of a total educational program in developing technical processes and advancing basic knowledge in all areas of education
- To offer preparation for employment, promotion and continuing career development
- To provide the student with on-the-job training
- To engender an understanding and appreciation of the American system of justice
- To foster an awareness of the civic, social, and moral responsibilities of the criminal justice system to society
- To promote and encourage the use of ethical standards within each agency
- To stimulate the student's interest in the system of criminal justice by providing an understanding of the opportunities it offers him as a contributing member of society
- To prepare personnel to do basic organizational analysis, to conduct routine and specialized work routines in phases of the criminal justice system
- To provide training that results in increased efficiency and personal growth, and encourages within the student a desire for continuous growth, both professionally and individually
- To develop sensitivity to changes in social and human interaction as they are affected by court decisions, social change, technical and educational development
- To provide an opportunity for the student and the agency to overcome the historical age barrier
- To establish relations with other professions.⁵

Suggestions taken from these guidelines are applied to a criminal justice program. Through a well-planned and executed work experience program a large number of these objectives may be obtained.

⁵ Kelley, Roland J. "Suggested Steps in Developing a Junior College Work Experience Program:" (Unpublished guidelines for a mid-management program.) Fort Worth, Texas: Tarrant County Junior College District, 1968.

WHY WORK EXPERIENCE IN THE CRIMINAL JUSTICE SYSTEM?

The criminal justice system is one of modern society's most important public institutions. Future historians may reflect back to identify the development of the criminal justice system as one of the twentieth century's greatest contributions to individual human rights.

Next to the institution of free public education, no government-sponsored enterprise has been more important in developing the democratic processes than has the criminal justice system. Yet, none of the bureaucratic systems have been so neglected in terms of growing with the needs of urban society. One unit of this entire system has achieved professional status and that is the lawyer. The four or five other units of the system, while assuming a major role in the total criminal justice process, have not taken steps to develop a professional identity. If the system is to function as a total entity, the administrative hierarchy must assume the responsibility for assimilating and utilizing better qualified personnel.

Until the past two decades there had been no professional base for most units in the criminal justice system. Not until 1965 was the urgent need for more highly qualified personnel identified on a national level. In the President's Crime Commission Reports there is a single element that has been identified in most of the organizations of the criminal justice system . . . that is the lack of trained and educated personnel in the operational units of the system.⁶

In order to overcome this deficiency, a number of innovations must come about, if there is to be a high degree of organizational efficiency and the development of professional personnel. The work experience program is only one phase of the educational and training process that must take place if the system is to function adequately. Work experience is an attempt to bring training and education into a more meaningful relationship. Through this type program, a student may find a career that will fully utilize his abilities and satisfy his ambitions.

History lends documentation that the professions

⁶ The President's Crime Commission. *Task Force Report: The Challenge of Crime in a Free Society*. Washington, D. C.: Government Printing Office, 1967.

have utilized the concepts of work experience in one or more forms. To discuss a brief history will establish a rationale for the work experience concept in the criminal justice system.

Work Experience in the Professions

On-the-job work experience is as old as man. History describes the development of workers through apprenticeships with the skilled artisans. The Code of Hammurabi, in 2100 B.C. provided for the artisan to pass his skill on to members of the younger generation. In this way the applicable advanced techniques of the artisans were perpetuated through the many generations of man.

From the skilled artisans came the craft guilds of the Middle Ages based upon the apprenticeship concept. During the Industrial Revolution, the apprenticeship method developed large numbers of skilled craftsmen. The rise of labor unions further expanded the specialized skills concept for approximately 300 trades.

In the professional fields of medicine and law, the intern and the research clerk have been contributors to the evolution of these professions. In recent years, the profession of education has developed a requirement for work experience necessary for certification and licensure. A natural by-product of professional growth and development within the system of criminal justice should be the formal recognition for work experience.

The application of work experience to the many fields of specialization within the criminal justice system is not new. Police and prison administrators have long been dedicated to the idea that only experienced men could teach a trainee what he needs to know. The efficiency of this system was weakened because it was dependent upon the qualifications of the training officer. In reality, the agency supervisor and administrator found an easy way to abrogate an important administrative responsibility. Although the probation, parole and court systems have utilized in-service training more effectively, it has largely been unstructured and dependent upon the economic prosperity of the community and the progressive attitude of individual administrators in the agency.

The concept of work experience as an educational supplement to a curriculum in special fields of criminal justice has not been widely accepted in the academic environment of the colleges and the universities. Since World War II, the theory has been challenged that only arts programs develop individuals for practical and pro-

ductive service. It has been adequately established that to reach the maximum potential of a student's ability, there should be a combination of learning experiences in the classroom and in the field.



Work experience eases the student into his career and prevents "stage fright" on his first full-time job.

BENEFITS OF A WORK EXPERIENCE PROGRAM

Work experience will be only as valuable as the knowledge transmitted to the student. Other criteria are secondary. In addition, to the benefit of the student, there should also be identifiable benefits to the agency, the college, and the community.

Benefits to the Students

The key to the success of a work experience program will be the ability of the program to develop poise and confidence in the student as he establishes a relationship between academic learning and work in the field that cannot be taught in the classroom. Other key advantages of work experience may be identified as:

- Guidelines which are student oriented, thus individualized education predominates

- Student opportunity which enables him to identify a career and become involved in it during the education process
- Work experience, which relates theory to practice, and gives opportunities to apply learning to practical application
- Job availability — the police service alone needs approximately 50,000 new personnel yearly. Figures are not available for the remaining units of the criminal justice system
- Job security — a major share of large metropolitan, county, state, and federal agencies have civil service benefits
- Sociological involvement — the opportunity and challenge afforded those who work with problems that are key instruments of our democracy
- Attitudinal development — the changing attitude of our law-abiding public toward the role of criminal justice personnel in maintaining an orderly society.

The importance, to the student, of a well-structured work experience program cannot be overemphasized. Many workers report their first impression of an organization is a deciding factor in a career selection.

Benefits to the Agency

The value received by a participating agency of the criminal justice system in a work experience program is self-evident. A few of the benefits may be listed as:

- Providing the agency an opportunity to participate in upgrading the education of potential careerists in the criminal justice system.
- Supplementing the present training and education for prospective employees. This is especially important for smaller organizations
- Providing the agency an opportunity to train possible future employees through procedures it has found to be satisfactory. Their methods may be supplemented by college personnel and equipment
- Reducing turnover, because the employee has become adjusted to the job before accepting full-time employment⁷
- Allowing the agency an opportunity to initiate and conduct special studies and surveys
- Development of mutually rewarding relationships with the college and the community

- Offering the opportunity to observe candidates for full-time employment
- Providing highly qualified, carefully selected, part-time help. In some of the programs services may be received without cost. In other programs the student may receive a salary or stipend commensurate with the work performed.

Benefits to a Community or Junior College

Benefits of the work experience program to the college will be of both a tangible and intangible nature. The true essence of community college education is reflected in combining classroom education with practical training so the graduating student has the best education to meet his needs. In the education of technicians for the criminal justice system the work experience program meets these needs. There are many ways in which a work experience program will benefit the educational institution:

- Improves the effectiveness of the curriculum and the teaching staff through feedback from field practices
- Relates the college to critical social problems
- Provides an opportunity for the college to relate academic education and training to job requirements
- Utilizes many community facilities and resources
- Increases the college's ability to hold students in school for a longer period of time
- Provides a direct avenue to meet community needs
- Provides a catalyst for harmony between the community and employees of the agency.

Benefits to the Community

Modern technology plus cultural, economic and social pressures have added additional dimensions in determining the sophistication of job skills and the knowledge required to do a minimum job in meeting community needs.

A few of the most obvious benefits are listed:

- Across-the-board upgrading of worker competencies
- Technically and socially immobile students relating to the transition into a work-oriented society
- The student employee brought into the organization as part of management, thus developing organizational and community responsibility
- The trained technician tending to improve public employee images in the community.

⁷ Burris, Douglas. *National Business Education Quarterly*. Winter 1967.

II EXISTING TYPES OF WORK EXPERIENCE PROGRAMS

A work experience program will vary from one organization to another to accommodate the special needs of that particular agency.

TYPES OF WORK EXPERIENCE PROGRAMS

Exploratory — This would be the lowest degree of sophistication for the student. It gives him some contact with the world of work and helps him find an occupation to follow.

Work Study — This is slightly more structured by both the institution and the employing agency than is the exploratory program. The student will be paid for work performed under this program. This will have substantially the same content as the exploratory program in introducing the student to the world of work.

A work-study plan or program may consist of a combination in any of many forms of classroom education and work experience. It may involve part of each day or week devoted to employment and a part to organized classroom work. Work-study arrangements are often developed to enable students to receive financial support while attending college, but work experience programs serve other purposes such as development of special skills (e.g., in drafting, programing, etc.) and the improvement of personality traits needed to be successful in the pursuit of a career.⁸

Cooperative — Here the student has chosen his field and a curriculum at the college is closely related to work experience on the job. The schedule may be part-time school and part-time work, or a semester in school

and a semester at a work station provided by a participating employer.

Cooperative education is jointly structured by the participating employer and the college. The work experience and classroom work complement each other. Work periods are supervised by the employer with the college representative giving surveillance to the work assignment and to the performance of the student worker. Comprehensive reports are usually required at the end of each work period. The plan uses work stations as laboratories in which theories and hypotheses are tested. Students in cooperative education usually receive prevailing wages for the level of work performed.

Internship — This is the more sophisticated work program. The student has acquired most of the educational experience and is now getting a tie-in with his chosen career. Internship is usually the final stage of the educational process in which the student acquires practical experience qualifying him for entry into a given profession.

Each of these in its own right is unique and advantageous in developing a tailored package for the college-agency relationship, and each should be considered as a perspective for the partnership then derived.⁹

For a given situation there may not be a "best" program; however, in order to establish professional educational standards the program developer may be guided by the appropriate criteria listed. This standardization will be especially important when transfer from the community college to the four-year college is considered.

⁸ Korim, Andrew S. Pamphlets from Chicago City College Work Experience Programs. Chicago, Illinois, 1968.

⁹ *Ibid.*

PROGRAMS THAT HAVE BEEN DEVELOPED

In the initial stages of developing a work experience program, the community college should identify the areas of need and the job potential of students who will engage in the program. Through a brief review of other programs that have already been developed around the nation, criteria for a model program may be established.

The Exploratory Programs in Work Experience Education — This is the most commonly reported activity in the college programs. While some may appear to be more sophisticated, they are largely unstructured, observation-type activities. The college may or may not offer credit for this experience. Many colleges recognize their work experience limitations, and as such, offer programs that require little expense and faculty time. For example, through the facilities of the Cleveland Board of Education, eighty-two superior college students were employed at N.A.S.A., the V.A. Hospitals, and Internal Revenue.¹⁰

In this example there is recognition that exposure to an outside agency has value in educational process.

In the general areas of technical-vocational education, there are hundreds of programs that identify with the exploratory concept. Nursing programs proceed from the elementary exploratory programs to highly sophisticated internship plans. The type of program adopted by the college usually centers around community need and school philosophy.

The Work Study Programs — These programs appear to be the most common of the structured work experience programs. The added incentive of compensation for services performed makes this a desirable course for career seekers. Almost every high school and college can show some type of work study program. For example, Essex Community College and Baltimore Junior College, in conjunction with the Department of Housing and Urban Development initiated model programs and describe their work study in this statement.¹¹

¹⁰ U.S. Civil Service Commission. *A Summer of Work Opportunity*. Cleveland, Ohio, September, 1966.

¹¹ Koch, Moses S., and Woolley, Priscilla M. "Established: A Curriculum to Train Urban Professional Assistants." *Junior College Journal* 38: 20-24; October, 1967.

An important part of the program has been the summer field work which is required of all full-time students between the freshman and sophomore years. This consists of actual planning of assistant activities, developed with the cooperation of the agencies which endeavor to provide training and varied experience as well as employment. Transportation planning, model building of a new town, field studies in the development of master plans, organizing a recreation project in a rehabilitation area, are a few examples of the wide range of activities which have been open to the students.

This field work experience has proved to be invaluable. Not only does it give the students a depth of experience which academic work alone cannot satisfy, but it also encourages the active cooperation and interest of future employers. As a result, almost all students have remained in their employing agencies, working on a part-time basis while completing their second year of study. In some cases they have signified their desire to seek permanent employment in these agencies, upon graduation. In other cases, having been exposed to one aspect of the planning field, they have expressed a desire to move on to another one. In other words, by the end of their junior college career, these students have a fairly definite idea of what they are getting into.

Work study programs are widely used in programs relating to other fields, most of these are already documented in the technical-vocational literature.



Acquiring some work experience in several phases of technical typing is important to the student.

Cooperative Education Programs — This type of program seems to be gaining in many occupational areas. The cooperative plan has distinct advantages; however, there is reduced academic participation in the day to day work program than in other types. While many fields of occupational endeavor find the cooperative program ideal in terms of job experience, the lack of program structure and field supervision by the educational institution should be considered.

The Chicago City College reports a number of cooperative work study programs. These programs can be tailored to meet the specific needs of individual occupational groups. This program is described below:¹² "The cooperative work-study program is an integrated work and study program for students of the Wilson City College, who are seeking their associate of arts degree in engineering or science. During this program of approximately 36 months duration, the student employee will devote his time alternately to his college course and work experience."

The Internship Program — The term *internship* has been used to describe many programs that are not

¹² Korim, Andrew, *op.cit.*

precisely an internship. The true internship program is at the terminal part of the student's education. Thus, a community college internship would have to take place during the sophomore year of study and after the student has completed the major part of his course work for an associate degree.

Internships, as reported in most literature, indicate that pure internship is found primarily in upper division and graduate education. If the program is rigidly structured and is offered after the student has had a basic foundation of law enforcement courses, there is no reason why a modified internship should not be offered at the community college level.

An example of an internship may be found in the public administration program at Kent State University in Ohio. In this program, summer internships are offered to students who have completed their junior year. The intern is assigned to work with governmental officials, weekly seminars are held with a variety of administrators and a salary is paid by the participating agency.

The medical profession offers perhaps the best example of an internship program which is rigidly structured and supervised.



Although students are not given positions of authority, they can — with supervision — assist the trained officer in many useful ways.



Traffic and pedestrian control is an activity that a student may do with the help of a supervisor.

III

RELATIONSHIP TO THE CRIMINAL JUSTICE SYSTEM

In the work experience programs being developed, there are elements of operational similarity. These elements will be helpful in identifying the most successful techniques for use in the criminal justice system. Prior to utilizing the elements in the system, there should be: (a) the establishment of mutually beneficial goals, (b) a place in the curriculum for work experience, and (c) an identification of programs presently in use in the criminal justice system.

THE ESTABLISHMENT OF MUTUALLY BENEFICIAL GOALS

The great need of the system of criminal justice is to develop social, cultural and management-conscious people in its operational units. The theoretical models to be used in demonstrating concepts of this nature must relate to course content that gives realistic meaning to existing life. Without the theories of the social and organizational scientists being reduced to meaningful application in the form of a curriculum, education becomes nothing but blind stimuli and commitment of unrelated data to rote memory.

The transmission of data to field units must come from education and practical experience, and the most logical way to insure the flow of data is to identify the common problems that may be resolved through academic and work experience interrelations.

Empirical research has found that on-the-job development—such as job assignment, job rotation, and good supervision—can contribute to the better development of the whole man. There is research to indicate the best learning processes are a combination of class-

room learning, and the opportunity to apply theories and concepts to actual practice. The work experience program brings an employee into an organization on the side of management. Thus, an organizational commitment is easily and quickly established. Work experience at the community college level is both an educative and training process. Personnel research indicates that balanced education plus job training are important ingredients for job success.

Dale Beach identified several tangible benefits of training that will influence those involved in program development:¹⁴

- Reduced learning time to reach acceptable performance
- Attitude formation
- Improved performance on present job
- Aid in solving operational needs
- Fill manpower needs
- Benefits to employees themselves

If the student, the agency, and the educational institution are to receive maximum benefits, they need to recognize the urgency for practical as well as academic experience. All three entities engaged in the work experience program must find mutually beneficial goals. The student participating needs a goal, the agency training must realize goal objectives, and the college sponsoring the work experience program must make the goal a reality.

For example, in describing the cadet program in police agencies, Thompson Crockett and James Stinch-

¹⁴ Beach, Dale S. *Personnel: The Management of People at Work*. New York: The Macmillan Company, 1965. pp. 317-318.

comb indicated the limited number of work experience program was due to the hesitancy of the educational institutions to sponsor students in an agency and the failure of the agency to create positions and situations for student participation.¹⁵ As long as these situations exist, goals will not be realized by any of the three participants.

In many operating organizations, these goals are being met through good administrative planning, in having carefully designed in-service training, work rotation, and objective evaluation. Only in this manner can the organization attain its long-range goals of more efficient service within its economic capability. The law enforcement guidelines book in listing the advantages of a cadet program are in reality describing the short-range goals of the agency in participating in the work experience program. They are, in substance, restated here.¹⁶

1. Attraction of youth to early identification in a particular agency or career field

2. A longer period of observation in the formative "work habit" years allowing a more sound selection process

3. Better training and education over longer periods of time; thus, a greater degree of efficiency in job tasks

4. The release of regular personnel for tasks requiring greater skills and experience which allows for a better departmental utilization of budgeted personnel

5. A better "finished product" in terms of the above criteria.

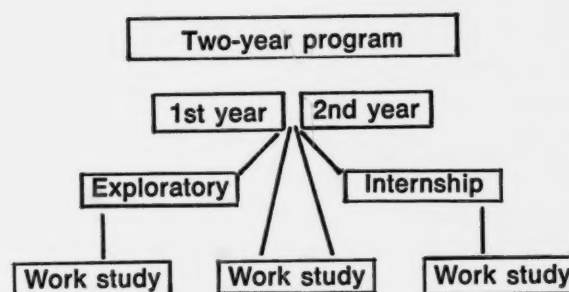
There are many more advantages that could be cited. Because of these advantages, the goals of the organization can be better achieved. Only when an agency has been shown these advantages and gains an understanding of them, is it going to be receptive to a program that will require administrative effort.

STRUCTURE FOR WORK EXPERIENCE CURRICULUMS

The manner in which a program is structured can make the difference between organizational acceptance or rejection. Educational institutions are interested in

a program that has academic substance. The agencies, on the other hand, unless tangible benefits can be shown, will not make manpower or facilities available to assist the students.

A basic plan for placing the work experience program in the curriculum has been illustrated by Gilbert Saunders on the advisory committee.



The plan recommends exploratory studies the first year, internship the second, cooperative and work study spread throughout.

RELATED MODEL PROGRAMS FOR CURRICULUM GUIDES

There are numerous operational programs scattered throughout the nation. They are cited here as they were reported in a survey made by Folley.¹⁷ There has been no value judgment placed upon the merits of each program since information concerning the programs was largely unavailable. They are offered only as examples of what is being done in law enforcement, police science, and criminology departments.

In the exploratory programs, Bellevue Community College in Bellevue, Washington, describes its work experience in the Police Science Program in this manner. "Students spend some time in several departments for diversified exposure; no specific course."

In Northern Virginia Community College at Bailey's Crossroads, Virginia, they report no formal work-study program, but have work observation in several courses.

The Northern Arizona University at Flagstaff has a typical work study program. It is described in this statement: "Minimum employment with an approved

¹⁵ Crockett, Thompson S., and Stinchcomb, James D. *Guidelines for Law Enforcement Education Programs, Community and Junior Colleges*, Washington, D.C.: American Association of Junior Colleges, 1968. p. 27.

¹⁶ *Ibid.* p. 27.

¹⁷ Folley, Vern. *A Survey of Work Experience Programs in Police Science Curricula*. Harrisburg: Harrisburg Area Community College, July 1968.



Parking meter collections and repairs offer good experience to the student.

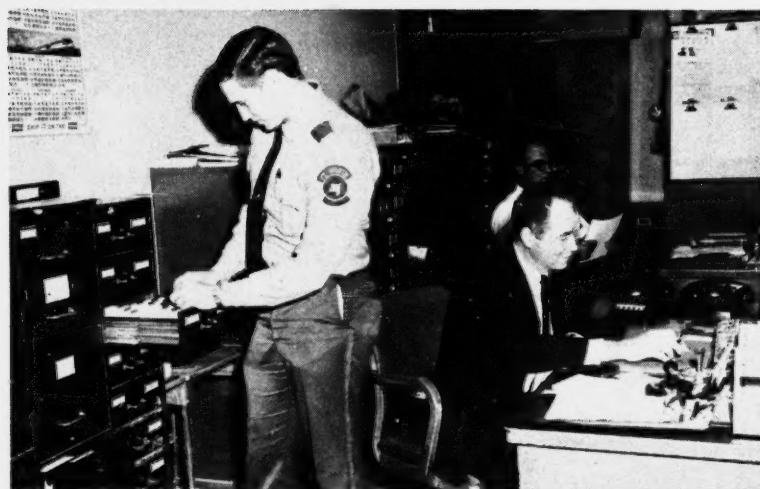
first line police organization of two four-hour days weekly; field activities under supervision of qualified senior police officers. Minimum pay schedule included. With approval can work a 40 hour week with 12 units credit awarded."

In the survey by Folley several programs of cooperative-work study were identified. An example is shown from Fresno State College at Fresno, California, who identified their program this way:¹⁸ "All law enforcement students must complete 2 years or 8 units of Directed Policing, unless he has had regular police experience; supervised by a regular faculty member; for the 2 units per semester, each student must attend class for 1 hour per week and complete at least 6 field hours per week, if a student is over 21 he becomes a sworn deputy and is made a member of the Fresno County Sheriff's reserve; \$3 per hour for such details; any student over 18 may be sworn in as a member of the California State College Police Department; he is paid for this type of work."

Another example is the Monroe Community College in New York. It is established along these lines: "Police trainee program with Rochester Police Department; requires 3 years or six semesters to earn associate degree; must remain with police department for three years upon completion; \$2,800 per year and educational costs; coordinated by faculty (actually this is a cadet program)."

Northeastern University of Boston has perhaps the

¹⁸Ibid.



Filing offers good experience to the student, acquainting him with internal operations and providing a much-needed service.

best identified example of a cooperative program. Their program is described in this manner:¹⁹ "Alternate periods of classroom attendance with periods of supervised; employment in law enforcement; each student is assigned to a "co-op" coordination; placed in cooperative work assignments with police departments; employment of two students on an alternating work-study schedule, while one is in school the alternate is on the job, and at the end of each period the student in school goes to work while his alternate returns to classes; for three work periods each year; consists of 26 consecutive weeks, from the middle of June until December, followed by two 13-week work periods in the other half year."

Guidelines for forming a cooperative work experience program are contained later in this booklet.

THE INTERNSHIP PROGRAMS

A model program for an internship was cited by California State College at Long Beach:²⁰ "Three unit course in internship; 32 agencies participated in recent program; supervised by agency with faculty member as coordinator; daily log is kept by student; mid-term and final report submitted by student; 10 hours per week (6 hours of assigned work and 4 hours of observation) for 16 weeks."²⁰

¹⁹ Ibid.

²⁰ Ibid.

IV PROGRAM DEVELOPMENT

Examination of the historical development of most junior college work experience programs reveals that these programs evolved from in-service personnel training programs to preservice personnel training programs. Many of the individuals in the latter program emerge from their course of study with no formal experience in the field. Upon entering an agency of the criminal justice system, these trainees often find it difficult to establish a dialogue with the more experienced personnel of the agency.

The conjecture seems valid that neither in-service personnel training nor preservice personnel training offers the best solution to the problem of preparing individuals for job entry. On the other hand, a work experience program has the advantage of acquainting the student with the types of problems he will be facing in an actual working situation, while at the same time, providing the general education courses and technical knowledge which he would receive in a preservice program. Thus, it combines the best features of both systems while eliminating many of the disadvantages. As specialization in the criminal justice system has gained momentum, the need to relate practical applications to classroom learning has grown in proportion.

In developing a work experience program, three factors should be considered; namely, (a) the advisory committee function, (b) the qualifications for a work experience coordinator, and (c) desirable types of work experience assignments.

THE ADVISORY COMMITTEE FUNCTION

It is difficult to over estimate the importance of the advisory committee role in a work experience program.

The following are several ways in which the advisory committee can be of use in developing the program:

1. To provide support for the program coordinator and assist college officials in developing broad policies regarding actual work experience.

2. To establish and maintain contacts among the community agencies insuring that employment opportunities will be available for the graduates of the work experience program.

3. To serve as a sounding-board for feedback from the community regarding the work experience program and assist college officials in utilizing this information to reassess the goals of the community college and to further develop new operational goals as the need arises.

Albert Riendeau succinctly identifies the areas in which the advisory committee may be most helpful.²¹

A primary purpose of occupational education in post-secondary institutions is to prepare inexperienced young persons to obtain gainful employment in entry jobs in their chosen field. It is, therefore, important to know what current needs are, what changes are occurring, and are likely to occur in entry job requirements. We can cite four dominant and interrelated factors which are associated with the changing picture of job requirements in the nation generally:

1. Computers and other automation devices
2. Human engineering
3. The knowledge explosion
4. Growing ratio of entry level job seekers.

As a rule, the advisory committee will be a strong advocate of work experience, and the burden of selling the program to participating agencies can usually be done very effectively through this group. The manner

²¹ Riendeau, Albert J. *The Role of the Advisory Committee in Occupational Education in the Junior College*. Washington, D.C.: American Association of Junior Colleges, 1967. pp. 11-12.

in which this is done will depend upon the degree of enthusiasm of the committee, the methodology of the program coordinator in utilizing the committee talents, and the philosophy of individual school administrators.

QUALIFICATIONS OF THE WORK EXPERIENCE COORDINATOR

If a single factor were to be selected as the key to success of the work experience program, that factor would have to be the program coordinator. The coordinator should be a full-time faculty member who can maintain a liaison with participating agencies of the criminal justice system. A statement of the coordinator's personal qualifications would be inadequate since each college has an obligation to secure the best person available in keeping with the standards of that college. There are a number of ideas submitted by the committee on work experience in the criminal justice system that may help to make a good coordinator better. They are:

1. The coordinator should be empathetic to the concept of work experience. He should be convinced in his own mind that the work experience concept is a valuable educational method.

2. The work experience program should be designated as a regular college program. It should be structured, graded, and college credit should be awarded for those courses comprising the program.

3. The feedback from individuals and agencies associated with the work experience program should be utilized by the coordinator to assist in a constant evaluation of program effectiveness from year to year.

4. The coordinator must be able to communicate with operational units in all areas of student work assignment. Prior to approaching an agency regarding work assignments, the coordinator should establish personal contacts within the agency.

5. The coordinator must establish the maximum number of students which he may adequately supervise. In an exploratory or basic group of work experience students, the maximum number to be supervised should not exceed ten or twelve. A successful program is dependent upon a realistic span of supervisory control.

DESIRABLE TYPES OF WORK EXPERIENCE ASSIGNMENTS

It is the college's responsibility to design the curriculums for the work experience program so as to satisfy academic standards. The educational institution must assume the responsibility for guaranteeing the cooperating agency of the criminal justice system meets those standards. Since the educational institution may have little influence in the actual mechanics of the operations of the assigned agency, it is imperative the college take steps to insure that students will receive the required training. This can be done by developing proper curriculum patterns and by careful selection of the agency to which each work experience student is assigned.

In Part III, the four basic structured types of work experience programs were identified as (a) exploratory, (b) work study, (c) cooperative work study, and (d) internship. The type of program developed for a given student will depend upon the needs of the student and the cooperating agency.

Exploratory program: full-time school — part-time work experience. The student meets with the program coordinator weekly and usually works from four to twelve hours on the job. The work experiences consist primarily of observation and the performance of simple, routine type tasks. The student is not compensated financially. The student submits simplified written reports on activities and observations.

Work study program: full-time school — part-time work study experience. The student meets with the program coordinator periodically, and the amount of time he spends on the job is regulated by the cooperating agency. (He must meet minimum as established by the college.) The student receives compensation from the agency for services rendered. Because of pay status, the agency will usually have a greater voice in actual job assignments. Requirements for the student's reports may be expanded by the school and should be structured prior to work assignment. The student submits written reports on activities performed and observed.

Cooperative work experience program: part-time work study. The student spends equal time on the job and in school, and receives financial compensation for this

work. For example, one-half day of school and one half day of work experience.

The program may be structured to provide a semester of school followed by a semester of work, or it may be arranged on a straight summer basis. There may be little need for the student to report to the coordinator during his work assignment. The program is outlined to the student prior to assignment, and written reports on activities are desirable.

The amount of college credit granted for this type of program merits careful consideration. Rarely should college credit in excess of six semester hours be granted for any work experience combination. There is a limit to the educational value of work experience and until empirical evidence indicates a greater need, caution should be exercised in assigning more credit than the six semester hours indicated.

Internship program: this program may be any one of the previously mentioned combinations or one of a new design. The internship portion of the program should be entered only after a student completes a major portion of his formal education. A third semester sophomore in the junior college would qualify. The intern may or may not receive financial compensation from the cooperating agency. This program should be rigidly structured and relatively sophisticated in terms of organizational and management analysis. Comprehensive written reports on work and observation activities should be required of the student.

The guidelines contained in this publication are designed to accommodate an internship program. The question of the number of course credit hours given to the internship experience will have to be reconciled by the individual colleges. The Study Committee indicated that there should not be more than three semester hours credit given in a transfer program. In more career-oriented programs, six to nine semester hours may be justified.

The awarding of college credit is something that must not be considered lightly for college-level curriculums. Excessive amounts of credit will dilute the academic program. If the internship program is designed as strictly observational with no structured feedback through written reports, no college credit should be attached.

The scope of assignment stations for the students need not be restrictive. The college and the advisory committee should be alert to new and different agen-

cies to which personnel may be assigned. The agency need not be a public one; neither need it be a large and sophisticated enterprise. Frequently, students assigned to smaller agencies will be given greater latitude of duties and responsibilities. This type of assignment can be rewarding and will benefit the student. The following are some suggestions regarding agencies and student assignments. The list is intended to be comprehensive, yet not all inclusive.

Courts

- Prelaw oriented students assigned to law library for case study, to observe court cases, and to confer with judges, court clerks, and administrative assistants
- Criminology major, parole oriented, assigned to the police bailiff, assists in court calendar preparation, and confers with prosecuting and defense attorneys
- Law enforcement major, assigned to a judge for special research reports; supervised in field trips with agency.

Police

- Student worker or cadet hired by agency to perform special functions; agency usually receptive to suggestions to improve variety of work tasks
- Student assigned to agency for a minimum of ten hours per week; agency assigns a supervisor who delegates a variety of work tasks, such as rider with patrol officer, desk duty, and clerical work
- Student requested by agency to perform specific tasks, such as surveys, research projects, or public appearances
- Student assigned special research projects in crime laboratory; also assigned to campus police to assist in general duties.

Probation

- Student worker hired by agency to assist case worker, review reports, and assist in case preparation
- Student assigned to probation office and juvenile hall to study intake methods, handling of cases, and other functions.

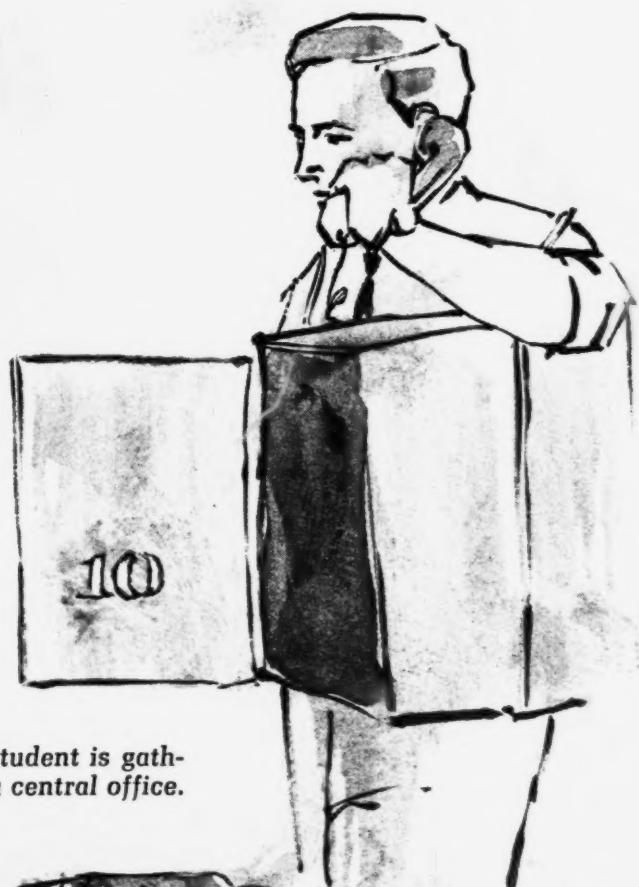
Parole

- Student assigned to parole officer to study organization structure, conduct special studies, and observe case work

Many jobs are open to the student in the vast communications network of the criminal justice system in the United States.



An important and necessary job for the student is gathering data in the field and reporting it to a central office.



Photography is recognized as an important means of recording events and situations. Students can handle this job effectively.



Computer monitoring is a job that students can do in a variety of fields.

- Police officer assigned to parole agency to study methods and cases.

Prison

- Student employed by agency on a part-time basis serves as jailer in minimum security section, does surveys for warden, administrative analysis of prison
- Student assigned to counselor, does study of inmate groups, observes rehabilitation programs.

Industrial and Retail Security

- Student employed part time by private agency, assigned patrol, investigation, and communication on a selective basis
- Student employed part-time by private agency, works in internal security, does administrative analysis
- Student assigned to private investigation and security checks on shops and stores, designs security system using audio and video devices.

Traffic and Highway Safety²²

- Student worker hired by agency to assist in traffic services
- Student assigned to agency to handle situations such as parking and intersection control
- Laboratory assistant for chemical testing and speed measuring devices
- Student worker assigned by agency to do studies from accident data.

The following are additional specific assignments which may be made in the criminal justice system:

- Police library
- Jailer, dispatcher aide
- Desk officer — information warrants, etc.
- Complaint clerk — file warrants, etc.
- Assist identification techniques
- Patrol bureau — patrol schools
- Property room aid — inventory items
- Accident investigator aide
- Juvenile bureau assistant
- Assistant to juvenile court probation officer
- Adult probation — verifying names, addresses, employees, etc.
- Community relations tasks
- Conducting tours of police facilities

²² Bishop, Richard, and Sheehe, Gordon. *The Role of the Community College in Developing Traffic Specialists and Technicians*. Washington, D.C.: American Association of Junior Colleges, 1968, p. 28.



Experienced engineers and draftsmen are helpful in some of the drawing board aspects of highway design and traffic control.



One part of work experience is exploratory activities, such as this visit to a truck terminal for students in traffic- and transportation-oriented programs.

V INSTITUTION PARTICIPATION

With the college serving as the axis for a work experience program, the institutional responsibilities extend to the student and the participating agency. The three major areas of institutional responsibility are: (a) internal policies relating to conduct of the program, (b) student-school relationships, and (c) agency and school procedures.

INTERNAL POLICIES AND WORK EXPERIENCE

The college should normally give special attention to the following matters relating to the work experience program:

1. Arranging courses to permit time for work assignment
2. Providing counseling and supervising work experience students in a continuing process—a staff member with full faculty status should be responsible for these functions
3. Supervising academic status of the program. The work experience program should be continually evaluated and upgraded to keep pace with changes in technology
4. Furnishing adequate facilities for the coordinator,

i.e., phone, sufficient office space, vehicle mileage for student supervision

5. Maintaining liaison with participating agency with regard to program development

6. Designing reports and documents needed in the program

7. Furnishing a letter of introduction to the participating agency when sending a student on the initial interview. The transmittal letter should be accompanied by a resume on the student.

TRANSMITTAL LETTER AND RESUME

The student's initial contact with a participating agency of the criminal justice system should be planned in advance by the agency representative and the college coordinator.²³ The student will carry a letter outlining the following:

1. Name, address, and phone number of the student
2. Student's academic objective in college and his professional interests
3. Other pertinent information to assist the agency representative in knowing the student's talents. Infor-

²³ Guthrie, C. Robert. "Guidelines for Criminology Interns," From directives issued by the Department of Criminology, California State College, Long Beach, California, 1967.

mation on hobbies and special talents are important for satisfactory job assignments.

A simple way to obtain the information required in items 2 and 3 above is to have the student submit a resume prior to his acceptance in the work experience program. The resume should normally be one page in length and should follow an accepted format as outlined in the different publications. Proper development of an acceptable resume should be a part of the work experience program. The student should be given special orientation and guidance in properly preparing himself for employment interviews.

The program coordinator should assure himself that the student meets the following criteria prior to assignment:

1. Insurance or waiver signed by the student
2. A thorough background check should be undertaken of the person making a career in a unit within the system of justice
3. School records should show regularity in attendance patterns and a satisfactory mark in all courses
4. Student must demonstrate an ability to assume responsibility and the capability to carry out assignments without supervision if necessary.
5. Honesty and integrity must be stressed. Loyalty to the agency assigned is a necessity.
6. Students should normally be qualified for employment by the agency after completing the training period. The work experience course places no employment obligation upon either the student or the participating agency.
7. Certain criteria should be met before a prospective trainee is assigned to an agency. Both agency and college will benefit if a student has a likelihood of success in some area of criminal justice. Before rejecting a candidate, the scope of jobs available should be surveyed and discussed with the trainee. Selection of the student should be made according to these criteria.
— Physical requirements of a minor nature should not impair a student's opportunity to work in industrial security or in agencies where standard requirements are not so rigid as in municipal agencies.
— The regular college entry tests will indicate areas of ability and predictive scores of capability. These tests should be discussed with the candidate, the school

counselor, and the program coordinator or department head.

— Psychological tests may be used at the discretion of the school. There is considerable debate on the validity of many testing processes as they pertain to pre-employment. The orientation of agency employment policies and school philosophies will dictate the types of testing devices that may be used.

— Through individual counseling, a candidate's personal traits will be assessed. Work experience candidates should be emotionally fit to adjust to any work assignment.

WORK EXPERIENCE EVALUATION

Rating systems are designed (a) to help the supervisory staff to recognize and acknowledge abilities and performances of a superior nature, (b) to help the supervisory staff identify and discuss deficiencies in personality or work traits of a student. Ratings of students should be performed only by agency and college supervisors who are most familiar with the student's performance. The discussion of ratings should be a part of the educational process, and either the agency supervisor or the college coordinator should work out a plan with the individual being rated to help him perform more efficiently as a result of the evaluation.

The rating system may be simple or complex. The following rating system combines a number of qualifications looked for in the student into a weighted random check list. Using this system, a numerical score can be obtained for each student. Provision was made for comments freely given by the agency supervisor. In addition, examples of critical incidents are solicited from the supervisor. In a simple rating system such as the one illustrated on [page 00] in the appendix, the graphics are preferable since they can be correlated with other data.

Experience has shown that even nonscientific ratings will show common patterns from rater to rater and from one period of time to another. The primary purpose in rating a student, however, is to let the student know how he is doing. If the raters attempt to place too great an emphasis upon specific traits, the composite picture of the student's overall performance may be lost.

VI AGENCY PARTICIPATION

Generally, the poor image projected by subunits within the system of justice is the result of two situations: (a) the public does not understand the functions of the various agencies, and (b) the agencies have not previously been concerned with informing the public of their activities.

GUIDELINES FOR THE PARTICIPATING AGENCY

In the first instance mentioned above, contact with subunits of the criminal justice system has probably occurred under adverse circumstances. When such an unpleasant contact occurs, the image of the agency involved suffers and the relationship with the person

with whom the contact is made can be poor.

It is estimated that approximately 20 per cent of the population, in some way, comes in contact with the criminal justice system. The attitude of the public toward a particular agency is largely the result of information transmitted by those who have had contact with the system. If the operations in the system of justice became better known to the public, in all probability there will be an improved relationship between the system and the public.

In the second of the two situations, subunits in the system of justice have not fully acknowledged the need for public interest and support. The operational agency units need a deeper insight into the feelings and expectations of the public. Methods for revealing to the public the way in which agencies of the system

operate are desirable. A work experience program through a community college is one method for providing a liaison between agencies and the public.

AGENCY PROCEDURES AND POLICIES FOR A WORK EXPERIENCE PROGRAM

A work experience program will not be a new co-operative venture to most agencies. These agencies have probably cooperated with educational institutions in this type of operation in the past, or perhaps they have accomplished a trade-off with other enforcement agencies to create interagency awareness among employees.

The agency should attempt to expand the student's awareness and depth of understanding of its operations rather than restrict these characteristics by confining the student to a single job or occupational task. The suggestions which follow are made to assist the participating agency in establishing a realistic work experience program:

1. Conduct an analysis of the agency operations to determine where a student can best serve the interests of the agency. The student should be allowed to learn the important functions of a number of units in the organization.

2. Familiarize all agency personnel with the type and purpose of work experience program proposed. Point out advantages of the program, and for purposes of communications, point out disadvantages or possible problem areas.

3. Both the agency and the college should be represented at staff meetings for discussion of the program.

4. The agency should assign a supervisor or training officer to direct projects, assign work, observe activities, and evaluate performance of the student. The agency supervisor will attempt to fit the schedule of the student into the agency schedule so that both participants obtain the maximum benefit.

5. The selection of candidates by an agency should be based upon the minimum qualifications which the agency maintains for its own personnel. The age requirement will usually be waived.

6. The salary level at which the student is placed is left to the employing agency.

7. The work experience program operates on a mutual agreement pact between the criminal justice agency and the college. A student internship may be terminated by either party at any time.

8. A written agreement should be prepared and signed by both parties. This agreement should outline the responsibilities and requirements of each party.

9. Both the agency and college will normally screen candidates, according to the conditions cited under student selection, prior to the enrollment of the student in a work experience program.

10. The agency will handle arrangements concerning any necessary special clothing, security clearances, insurance, or bonding.

11. The length of the training period is flexible, depending upon the type of program utilized. Normally, a program will be established to coincide with a quarter or semester schedule. (Ten to sixteen weeks.)

AGENCY RESPONSIBLE FOR TRAINING

The work experience program can be productive only if the participating agency agrees that it is worthwhile. The agency must be convinced of the training value and the economic feasibility of a cooperative work experience effort.

Training is properly considered a staff function in program formulation. Thus, advice, service, and control with regard to organization-wide activities require the concern toward the work experience program of the entire hierarchy of administrators. For example, if a student is assigned to work experience in a court and receives only instructions from the court clerk without gaining any insight into the activities of the judge or his administrative aide, the student's experience will not be satisfactory.

The successful execution of a work experience program requires that the general manager, the chief administrator, or the chief accept personal responsibility for orientation of the student. In smaller agencies or departments, the top administrators should be active in the educational processes. In the larger organizations, rigid policies should be established to provide for the best program possible.

VI STUDENT WORKER PARTICIPATION

Work experience for the student should be more than the learning of a single experience. Consideration of the career goals of the student will assist in determining the variety of work experience a student should have. The job assignment within an agency will determine the amount and kind of observation and reporting to be done by him. All work experience programs should offer the student an opportunity to fully analyze basic processes of the participating agency, and reporting methods should be done in a manner most acceptable to both the college and assigned agency. Because of the great variations possible among the different programs, suggestions in this booklet have included a simple exploratory and work study program as well as more sophisticated internships. Programs of the exploratory nature that are not so comprehensive or rigidly structured as others may be established by the individual institution.

Prior to assignment to an agency, a student should receive: (a) orientation and rules of conduct, (b) suggestions on what to look for in the organization to which he is assigned, (c) guides on observations and field work, and (d) guidelines for interpreting and reporting observations.

STUDENT ORIENTATION

The orientation session with the student will set the tempo of the entire work experience. Each item mentioned in the student's guidelines should be carefully reviewed. Expectations governing performance and conduct need to be re-emphasized. In general, the student should be:

1. Advised of policies related to conduct expected by the agency and the school
2. Informed of the types of programs assigned with possible alternatives to meet his special needs

3. Advised of the amount of time he will be expected to spend under each type of work experience

4. Informed of the amount of compensation he will receive if the program provides financial reimbursement. (Be sure the issue of pay is fully understood prior to his assignment to an agency.)

5. Advised to read a set of work experience rules. A suggested sample of such rules is given in the next section.

SUGGESTED RULES OF CONDUCT FOR THE STUDENT

The following policies and procedures are called to the attention of students participating in the work experience program.²⁴

1. Supervision will be by an agency supervisor. Major problems should be discussed with the college program coordinator.

2. Conduct must be exemplary at all times. Use of profanity and vulgar language must be avoided. Value judgments, criticisms of individuals, critical evaluations of agency, or adverse comments on other departments or individuals will not be permitted. During operations involving contact with victims, suspects and witnesses, the student will remain an observer unless employed or authorized to take action by an agency.

3. Students will dress in accordance with agency policy. In general, a uniform or suit and white shirt with tie will be standard. They should pay attention to haircut, shoeshine, shave, and cleanliness of body and clothing.

4. Unless legally authorized, students will not carry firearms, badges, handcuffs, saps, batons, or any other regulation agency equipment. Violation of this

²⁴ Guthrie, *op.cit.*

rule will result in immediate summary suspension from the program.

5. Students will keep the agency work experience supervisor informed of their whereabouts at all times. If emergency conditions force tardiness or absence, the work experience supervisor will be notified by telephone.

6. The agency and college maintain the prerogative of terminating the internship at any time.

7. The student will maintain a daily log of work activity and observations; prepare quarterly summaries in triplicate, keeping two copies and giving one copy to agency work experience supervisor. A copy will also be given to the program coordinator at the college. Reports should be submitted on 8½ x 11 inch sheets of good quality bond paper. The semester grade is based on quality of work as rated by the agency supervisor and on the basis of the written reports.

8. The work load at an agency or department is left to the discretion of the agency, but will normally be eight to ten hours per week — six hours of assigned work, four hours of assigned observation. If the student is on a pay basis or engaged in special studies, the agency may vary assignments at its discretion.

9. Prior to registration, the student and the program coordinator will normally contact agencies and request their decisions regarding interns considered for assignment.

10. A student who is selected and assigned to an agency should check with the agency work experience supervisor as soon as possible after registration at college.

11. Normally, the course terminates with completion of the week immediately prior to final examination week.

12. Upon termination of the training period, trainees might desire to write a letter of appreciation to the agency head, with a copy to the intern coordinator. This should be considered a necessary conclusion to the final report.

STUDENT OBSERVATION AND FIELD WORK

The work experience should be broad in scope. A student should secure experience in as many tasks, research projects, and operating positions as possible.

Only in special cases should a student spend his entire time on a single project.

The work experience gained in an agency of the criminal justice system should establish a basis for making the following observations in the department or agency of assignment. These observations should lead the student to the identification of problems as they arise and logical approaches to their solution. Some basic problem areas are suggested as a guide, but the student should not restrict his activity to these suggestions. The student should ask himself if the organization has the following:²⁵

1. Adequate organizational plan, operating techniques, policies, instructional and procedural manuals
2. Effectiveness of machines and equipment, such as communications, record devices, and specialized equipment unique to the organization
3. Personnel assignments, work schedules, and records properly maintained
4. Interaction between workers and public, working relationships among administrators, supervisors, and personnel
5. Research techniques, methodology for identifying problems and the study of operational techniques that are suggested by research.

The student worker should assume the responsibility for observing and reporting solutions to basic organization and administrative problems.

From the pertinent literature in the field of administrative analysis and supervision, the student should familiarize himself with terms and common techniques used in reporting the following operations:²⁶

1. Organization structures
 - a. How are lines of authority established?
 - b. How are specialized units integrated into the organization
 - c. How are lines of communications maintained? i.e., memos, orders to employees, etc., suggestions boxes, or other feedback techniques.
2. Preparation of policy and procedural materials
 - a. How and by whom are policies initiated?
 - b. What features are good about the policy manual, the operational manuals, and others?

²⁵ Guthrie, *op.cit.*

²⁶ Pfiffner, John M., and Lane, S. Owen. *A Manual For Administrative Analysis*. Dubuque, Iowa: W. C. Brown, 1951.

- c. How does the department conduct work flow and work simplification studies?
- d. What are special and unique operational policies of the organization?
- 3. Space layout
 - a. How do present facilities meet needs of the organization?
 - b. What are the special problems? (Records, detention facilities, court facilities, space, etc.)
- 4. Equipment and facilities
 - a. What equipment, such as data processing, communications, laboratory, etc., does the organization have that promotes job efficiency?
 - b. What are the special facilities of the department?
 - c. Does the organization effectively use special and emergency equipment? Does the organization have adequate emergency plans?
- 5. Personnel
 - a. What are the current personnel problems?
 - b. What are the salary schedules? Is recruitment a problem? Are promotional policies and work assignments good?
 - c. What special benefits and rewards are available to personnel?
- 6. Special surveys
 - a. What pressing problems does the organization have relative to reports, records, communications, budgets, etc.?
 - b. Special emphasis should be placed on budgetary problems and how they can be solved.

REPORTING OBSERVATIONS AND FIELD WORK

One measure of program quality and value is that information which is projected in student reporting. A prime function of the work experience concept is the logical and accurate reporting of observations and activities.

The work experience student in reporting should follow a strict schedule in noting the information he is to report. Where he is actively engaged in field work activities, daily notations of events should be re-

corded for later inclusion in the formal report to the college and the organization.

The first report is normally due at the end of the third or fourth week. The second report should be due at midterm. This report should serve as the basis for an oral progress report by the student. A third report should be due the twelfth week. This will be the final report in the quarter system. These reports should provide chronological recording of events as they have occurred or have been observed, plus observational judgments of the student. The length of the reports is optional with the individual college coordinator. The fourth and final report is due during the final week of the semester. The final report should be at least ten typewritten pages in length and may evaluate statements made in previous reports. The length of the report is not a criterion of the information transmitted by a student. The student should be encouraged to write succinctly.

In addition to the suggested organizational problems cited earlier, the following information should be contained in the final report.

1. What most impressed you with the organization during the observation period?
2. What incidents, if any, discouraged you most during the observation period?
3. Cite examples of special programs, such as unique personnel techniques, in-service training, community relations, or operational projects that are of special value.
4. Give a brief summary of your specific work and an overview of the value of the work experience program as conducted within the organization.
5. What procedures can be initiated to improve the program in the agency and the college?

The scope of the work experience program is so extensive and dynamic that a student need only involve himself with the department assigned. The many ideas, suggestions, and good work a student worker may do is limited only by time, imagination, and interest. The student should let his reports reflect his interest and enthusiasm on the many good procedures and techniques he sees. If there are conditions or situations that do not appeal to the student, he should be constructive in his suggestions. He should let the administrators, supervisors, and coworkers know he appreciates their assistance.

APPENDIX*

COOPERATIVE WORK - STUDY PROGRAM

Chicago City College - Wilson Branch
and
Continental Can Company,
Incorporated

***Note:** This agreement illustrates the essentials which are basic to an effective work-experience relationship between a participating employer, junior college, and the student and gives relevant suggestions useful in developing work-experience arrangements in the field of criminal justice.

General Information:

The Cooperative Work-Study Program is an integrated work and study program for students of the Wilson City College, who are seeking their Associate in Arts degree in Engineering or Science. During this program, of approximately 36 months duration, the Student Employee will devote his time alternately to his college courses and work experiences.

Location of Training:

Student Employees will receive their training at the Chicago Technical Center, Continental Can Company, Incorporated, 1350 W. 76th Street, Chicago, Illinois.

Objectives:

1. To provide an opportunity for qualified young men and women to secure a well-rounded education and related on-the-job training leading to a career in their chosen professions.
2. To provide the Company with trained personnel for entry level technical and scientific jobs who, with further education and experience, may qualify for professional-level positions.
3. To provide career opportunities in engineering and science for qualified young men and women in the community adjacent to the Technical Center who, except for such a program, may not be able to prepare for such careers.

Definition of a "Student Employee":

A Student Employee shall mean a person who is enrolled in the Cooperative Work-Study Program, at Wilson City College, while studying for an Associate in Arts degree.

Definition of Work Periods:

A work period will run concurrently with the school periods, i.e., September to January; January to June; and June to August.

Standards for Selection by Continental Can Company, Inc.:

1. Applicants must be at least 18 years of age and preferably not more than 25 years of age.
2. Applicants must pass physical examinations required by the Company.

3. Applicants must have completed high school and/or be enrolled in the freshman level of engineering or science curriculum at Wilson City College, and have completed at least 14-15 credit hours.
4. Applicants must successfully pass aptitude tests established by the Company and the Wilson City College.

Selection Procedure:

1. Interested students may apply directly to the Wilson City College or make application through their instructors or counselors.
2. Applicants will be screened by the appropriate Wilson City College faculty and be recommended by the College as persons possessing the skills required to enter into the work assignments, as outlined in the program.
3. Applicants will be screened by members of the Industrial Relations Staff and referred to the appropriate Department Director and/or Manager for final interviews and selection.

Program Qualifications:

1. Following completion of the qualifying period of one semester at Wilson City College, the student will commence a program of alternating work and school periods. During the school cycle the student will pursue his basic course of study and during the periods of work with the Company he will perform as a Student Employee of Continental Can Company, Inc. During his work cycle he will not attend school on a full-time basis, but may enroll in night school with the approval of his school counselor and the Company. Conversely, he will not work for the Company during a school period.
2. To successfully complete the Cooperative Work-Study Program, a student must complete all school requirements for an Associate in Arts degree and a minimum of twelve months of work experience.
3. Students who fail to make satisfactory progress either at school or at work will be removed from the Cooperative Work-Study Program. Satisfactory progress is to mean the maintenance of at least a "C" overall average.

Administration:

1. The College Cooperative Work-Study Coordinator is responsible for the administration of the educational program, whereas on-the-job training is under the direction of the Manager, Industrial Relations, Continental Can Company, Inc. He will coordinate the program and recommend such changes as may be necessary to insure its effectiveness and continued success. Inter-affecting decisions will be made by the Company and the school when necessary.
2. In order that a formal Cooperative Work-Study Program be developed, each department participating in the program will prepare a 12-month schedule (see Work Schedules) showing the progression of assignments that would be experienced in order to develop the Student-Employee to the semi-professional level.
3. While working in the department, the Student Employee will be under direct supervision of the Supervisor of that department, who is responsible to provide adequate training and experience opportunities for the student.
4. A progress report and performance evaluation (see Exhibit A) will be obtained from the Supervisor after the first two weeks and at the end of each work period. This final performance evaluation will have a letter grade assigned as to the quality of work done, as per the following schedule, and submitted to the college:

A = Excellent; B = Very Good; C = Average;
D = Poor, or Minimum Passing; F = Unacceptable or Failure

This is to conform to the college grading system and the earning of eight credits for each work period during the normal school year while enrolled in Engineering Cooperative Education 280, and four credits during the summer work period while enrolled in Engineering Cooperative Education 240.

5. The Student Employee will write a critique prior to the end of each work period, indicating his reaction to the training he has received and listing his recommendations for improvement.
6. Prior to the Student Employee's departure for his school term, a personal interview is held be-

tween the Manager, Industrial Relations, the Supervisor, and the Student Employee to discuss his progress in the training program and to receive constructive guidance on steps necessary for improvement.

7. Copies of the critique will be given to the Manager, Industrial Relations and the Supervisor. Based on the validity of the critique, changes will be made in the work program to facilitate a smoother operation. At the end of each school period, a transcript of grades is supplied to the Company by Wilson City College.
8. During the work period, faculty visitation to the Company's facility will be arranged cooperatively between the Manager of Industrial Relations, and the Wilson City College Coordinator.
9. There is no obligation on the part of the Company to offer, or the Student Employee to accept employment subsequent to graduation from Wilson City College.

Hours, Salary, and Benefits:

Hours:

The basic work week is 40 hours, consisting of an 8-hour day, 5 days per week. The Student Employee, if assigned to overtime, will be paid at the rate of one and one-half times his basic rate; his hours will be the same as the regular hours of the department to which he is assigned.

Salary:

The following Cooperative Work Period Salary Schedule is effective as of 4/15/68, with provisions for future adjustments:

Work Period	Salary per Month
First	\$ 460
Second	485
Third	510
Fourth	540

Benefits:

During the period of on-the-job training, the Student Employee will not be eligible for Group Insurance or Pension Benefits, nor will he accumulate length of service benefits. If accepted as a permanent employee, he

will receive length of service credit for the dispersed periods of employment as a Student Employee of Continental Can Company, Incorporated.

Miscellaneous:

Wilson City College will notify the Selective Service System as to which students are participating in the 36-month Cooperative Work-Study Program leading to an Associates in Arts degree.

Change notices will be initiated by the requesting department. Student Employees will be charged to account number 8134.

WORK SCHEDULE A

Progression of Assignments — Equipment Development Machine Design

		Months												
		0	1	2	3	4	5	6	7	8	9	10	11	12
1														
2														
3														
4														
5														
6														
7														
8														

1. Introduction to drawing room and shop facilities.
2. Introduction to Continental Can Company, Inc., drawing system and standards.
3. Elementary detail drawing practice.
4. Intermediate detail drawing practice.
5. Advanced detail drawing practice.
6. Assembly drawings with bills of material.
7. Elementary design layouts and calculations.
8. Design follow-up in assembly shop with design corrections and revisions.

Discussion:

During the first six months, the Student Employee will be acquainted with the industrial approach to detail drawings with an emphasis on finishes, tolerances, materials, machine shop equipment, and machining practices. When warranted, the Student Employee will be introduced to assembly drawings with bills of material.

The final six months will provide the Student Employee with elementary design problems, design revisions, and design follow-up at assembly.

WORK SCHEDULE B

Metal Research and Development

Assignments in the first Cooperative Work Period:
(February to September):

1. Introduction to Metal Research and Development Facilities.

2. Shelf Life Evaluation Section — Packaging Evaluation Unit —

This section measures the interaction between food, aerosol, household and industrial, and beverage products and metal containers.

A. The initial work will encompass the shelf life evaluation of food products and thereby provide the knowledge of many physical and chemical properties of the metals and organic coatings used in the manufacture of metal containers, by this Company.

B. The Student Employee may be subsequently assigned to the shelf life evaluation of aerosol and/or beverage products, as warranted by arising opportunities.

3. Occasional 1-3 day work periods are planned outside the shelf evaluation area. These periods are provided for exposure to other Metal Research and Development activities, including the manufacture of test pack metal containers from new experimental materials and the actual packing of food and/or nonfood products in cans under simulated commercial conditions.

EXHIBIT A

Student Employee's Name:

Work Period:

Supervisor's Report of Student Employee's Performance

1. Student Employee's attendance was:

Regular Irregular

2. Student Employee's punctuality was:

Regular Irregular

3. What opportunities did the Student Employee have for exercising his judgment and how did he perform?

4. How did the Student Employee get along with other employees in your department?

5. What are the Student Employee's strong and weak points?

6. Why does the Student Employee's progress merit continuation on the program?

7. After completion of the Program would you wish to have this Student Employee assigned permanently in your department?

8. Please check appropriate letter grade as to the overall performance of the Student Employee:

.....A = Excellent B = Very Good

.....C = Average D = Poor or Minimum Passing

.....F = Unacceptable or Failure

9. Additional comments:

Date:

Signed: (Supervisor)

WC:jes

4/3/68

WORK EXPERIENCE PROGRAM EVALUATION REPORT FOR STUDENT PERSONNEL

STUDENT PERIOD COVERED to
 AGENCY REPORTING

This form is to assist the agency supervisor in arriving at an understanding of the students performance and progress in a given assignment. The evaluation has importance as a counseling aid and should be reviewed by the student and the rating supervisor. *Basis of rating:* 1. Compare individual with others doing work of same general type and class. 2. Compare individual with all other comparable interns the supervisor has ever known.

	0	2	4	6	8	10
Work Attitude	 Little interest in his work	 Indifferent toward work	 Average interest in his work	 Considerable interest shown	 Enthusiastic about work	 SCORE.....

	0	2	4	6	8	10
Attitude Toward Others	 Touchy or uncooperative	 Difficult to work with	 Tactful and cooperative	 Consistently cooperative	 A strong force for public and staff morale	 SCORE.....

	0	2	4	6	8	10
Initiative	 No self-reli- ance or initiative	 Routine accomplish- ments only	 Initiative for average accomplishment	 Alert for improvement of work	 Highly self- reliant	 SCORE.....

Quality of Work is:	0	2	4	6	8	10
	 Unsatisfac- tory	 Not with aver- age of that of comparable students	 About average of comparable students	 Superior to that of com- parable stu- dents	 Exceptionally high	
						SCORE.....

PERSONAL TRAITS

Temperament	0	2	4	6	8	10
Exercise self- control						
Receptive to criticism and suggestions						
Objective, ad- mits his errors						

SOCIAL ADAPTABILITY

Neat & clean appearance	.....	.....	.....	.....	.....	
Tact & courtesy	.....	.....	.....	.....	.....	
Poise and self- confidence	 Unsatisfac- tory	 Not up to Average	 Average	 Above Average	 Superior	
						SCORE.....

IMPROVEMENT RECORD FOR STUDENTS

General Rating:

Considering all of the qualities you have rated on the reverse side of this form and any other qualities the employee may possess which affect his general value to the organization, please check the statement below which best describes him. Remember that the comparison is with all other persons you have ever known doing work of this type and class and not with just the other employees in the group under your supervision.

- A. An exceptional employee; one of the best in his type and class of work I have ever known.
- B. Stands out clearly as superior to the general group of employees doing work of the same general type and class.
- C. A good average employee; well fitted to his work.
- D. A fairly good employee, who, although he has not yet demonstrated average or better performance, may be capable of such with added experience and proper guidance.
- E. Serious weakness in work efficiency or attitude, or both, make it doubtful whether he will be satisfactory in the work he is doing.
- F. I believe this employee definitely to be unsuited to the work he is doing and probably unsuited to any work in the division in which he now works.

Based on a student's performance, what (mid-semester) (semester) grade would you recommend?

- A = Outstanding
B = Superior
C = Satisfactory
D = Satisfactory with major faults
F = Failing

REMARKS:

Evaluated by:

(Signature)

.....
(Title)

Date

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